DOCUMENT RESUME

ED 459 426 CS 014 544

AUTHOR	Ediger, Marlow
TITLE	Assessing the Student Teacher as a Reading Teacher.
PUB DATE	2001-12-00
NOTE	9p.
PUB TYPE	Opinion Papers (120)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Class Activities; *Mentors; Primary Education; *Reading Attitudes; *Reading Instruction; *Reading Teachers; Student Teacher Evaluation; *Student Teachers; *Teacher Role; Word Recognition
IDENTIFIERS	Teacher Evaluators

ABSTRACT

Student teachers need to have high quality cooperating teachers as mentors for the development of the best reading teachers possible. The mentor needs to assist the student teacher to achieve diverse attitudes in the teaching of reading. First, the student teacher should be a consumer of reading materials with an appetite for reading. Second, the student teacher should engage in good oral reading activities with pupils. Third, the student teacher and pupils raise questions which stimulate learners to engage in critical thought. Fourth, the student teacher challenges pupils to be creative pertaining to ideas acquired from reading. Fifth, the student teacher should help pupils make use of and apply what has been learned. Sixth, pupils are guided by the student teacher to assess the worth of ideas read. Seventh, the student teacher needs to assist pupils to develop intrinsic feelings of motivation toward reading. Eighth, selected pupils, not motivated intrinsically, may need to experience extrinsic motivation activities in reading. Ninth, the student teacher needs to provide assistance to pupils in word recognition as needed. Tenth, meaningful reading experiences should be in the offing for pupils. Each of these criteria for student teachers to follow may be listed on a rating scale. Student teachers can do much to guide learners to recognize unknown words, especially through the use of phonics. And principles of learning from educational psychology might well provide student teachers with excellent guidelines in reading instruction. (NKA)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 459 426

Assessing the Student Teacher as a Reading Teacher.

by Marlow Ediger

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

M. Ediger

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

ASSESSING THE STUDENT TEACHER AS A READING TEACHER

In response to projections that the U.S. will need 2.2 million new teachers in the next decade, states and districts have introduced an array of innovative and aggressive recruitment strategies, including offering subsidized mortgages, job sharing arrangements, laptop computers, and health club memberships. As competition for new teachers intensifies and local districts scramble to fill classroom vacancies, there are legitimate worries about who will staff the nation's schools and whether those hired will be of high quality. Faced with recruitment challenge and frenzied environment, we must recognize that the next generation of teachers will surely differ from the generation that is about to retire (Peske, et. al., 2001).

It is important that new teachers have experienced a high quality preserve program of professional training. Teachers are increasingly being held accountable for high expectations and documented results of their pupil's achievement. Thus, it is imperative that that the preserve teacher is prepared to do an excellent job of student teaching which, no doubt, will help to predict future teaching quality. The first of the three rs (reading, writing, and arithmetic) has received the most attention nationally in that pupils are to learn to read well.

Student teachers need to have high quality cooperating teachers, as mentors, to assist in developing the best reading teachers possible. The mentor needs to be one who can work well and effectively with people. He/she is very knowledgeable and skillful in working with the student in reading instruction. Which capabilities should the student acquire in order that pupils in school may achieve as optimally as possible in reading instruction? (See Ediger, 1988, 21-32).

Teaching Skills in Reading

The mentor needs to assist the student teacher to achieve diverse attitudes in the teaching of reading. First, the student needs to be a consumer of reading materials with an insatiable appetite for reading. The student serves as a model for pupils in reading. He/she tells in an exciting and enthused manner what has been read, especially as it related directly to what pupils are reading in class. This presents a model for pupils to emulate. Certainly, the model of excitement and enthusiasm for reading should be reflected within learners. Second, the student should engage in good oral reading activities for pupils. This can be done during story time when the student reads aloud to learners.

When reading aloud, the student teacher indicates fluency and efficacy to learners. Here, the student reads clearly with proper pronunciation of words, voice inflection, and in appropriate thought units. Pupils find it easy to follow the ideas expressed by the student in the read aloud. Third, the student and pupils raise questions which stimulate learners to engage in critical thought. Questions raised by the student and the pupils each day in critical thinking experiences emphasizes pupils' contrasting and comparing ideas read as well as evaluating the characters and setting, among other facets of the story content. Interesting discussions may come forth when pupils are wholeheartedly involved in a discussion. Comparing and contrasting ideas, characters, and the setting from one story to the next require mental manipulation of content acquired. Fourth, the student challenges pupils to be creative pertaining in ideas acquired from reading. Novel ideas are then forthcoming from pupils. Original ideas may be presented by pupils pertaining brain storming other traits of the character than those given in a story read. Or, a unique setting may be established/ developed by pupils in place of the original setting in the selection read. Creative themes, irony, and plot might also be discussed by pupils, depending upon the present achievement level of each pupil. Fifth, the student should help pupils make use of and apply that which has been learned. With use made in application of ideas read, the pupil perceives the practicality of subject matter read. Sixth, pupils are guided to evaluate what has been read. To evaluate, the pupils are guided by the student teacher to assess the worth of ideas read. Being able to evaluate is very important in problem solving. Solutions to problems require the use of relevant ideas as compared to those of lesser importance. Thus, evaluation here stresses the importance of gleaning main ideas from those which are subordinate in problem solving. Further evaluations may need to be made of details as compared to subordinate and main ideas. Seventh, the student teacher needs to assist pupils to develop intrinsic feelings of motivation toward reading. Intrinsic motivation emphasizes that pupils have an inward desire to read. Good bulletin board displays on reading, sustained silent reading (SSR) activities, individualized reading, self selection of reading materials, peer reading experiences, and peer teaching, among others, should guide pupils to become motivated from within for reading content. Eighth, selected pupils, not motivated intrinsically, may need to experience extrinsic motivation activities in reading. Here, the student teacher needs to provide awards for pupils who achieve objectives in reading instruction. These awards may consist of

inexpensive prizes furnished by the school, photo copied certificates awarded for achievement in reading, popcorn parties given toward the end of the week to students who achieved predetermined objectives in reading instruction, among others. Ninth, the student teacher needs to provide assistance to pupils in word recognition as needed. At the time a pupil needs assistance in word recognition techniques, help must be provided so that the sequence of ideas read is not interrupted. Tenth, meaningful reading experiences should be in the offing for students. The student teacher needs to have pupils attach meaning and understanding related to facts, concepts, and generalizations attained. Thus, pupils should be able to explain clearly what has been read in class and to peers in a committee setting. Explanations might also include making a drawing, pantomiming, and dramatizing the intended meanings (Ediger, 2000, Chapter Seven).

Each of the above named criteria for student teachers to follow may be listed in a rating scale. For example, number one might be written in the following sentence form for rating purposes: The student teacher develops within pupils a strong appetite for reading. On a five point Likert scale, cooperating teachers, the principal, and the university supervisor of student teachers may then provide a rating with a range of one to five, indicating from very low to exceptionally high. Results from the ratings provide information to assess the quality of student teaching being offered. Diagnosis and remediation may follow in having the cooperating teacher work with the student in providing the best preservice training possible.

Student Teacher Assistance in Word Identification

Student teachers can do much to guide learners to recognize unknown words. When using the Big Book approach, the pupils and the teacher read aloud the same selection in class, large enough for all to see in the classroom or small group. The selection may be reread as often as needed. In this way unrecognized words are known through repetitive reading and become sight words. Drill and practice are involved in this holistic approach in reading instruction. However, isolated learnings on segmented words is not recommended in the Big Book approach.

Most teachers do stress phonics and other means of assisting pupils to identify unknown words. The Manual section of a basal reader provides activities for the teacher to use in

word recognition techniques such as in phonics. The student teacher needs to be creative in using ideas from the Manual in teaching/learning situations. Creativity in devising one's own procedures of teaching word recognition skills is also recommended. The goal is to help pupils in word recognition techniques so that they become independent in unlocking unknown words. Some schools have chosen entire workbooks devoted to teaching systematic phonics. A major problem to observe here is that pupils should not become proficient in word recognition techniques only/largely, and thus forget to read for comprehension of ideas. After all, the major goal of reading instruction is to read for meaning and not learn phonics for its very own sake. Phonics is a means to an end and that end is to comprehend that which has been read. Student teachers then need to assist pupils in phonics and other word recognition techniques through

1. association of sounds (phonemes) with symbols (graphemes). Consistency in spelling of sounds needs to be stressed in word recognition, not irregularly spelled words. The latter may need to be learned as sight words.

2. identification of unknown words through the use of context clues, including emphasis placed upon initial consonant sound/letter recognition. The use of context clues plus identification of the initial consonant of the unknown word can make for success in reading comprehension. Use of context clues is probably the best approach to use in recognizing unknown words since sequential reading of content is then possible and aids in comprehension of ideas.

3. use oof syllabication skills. There are common prefixes and suffixes which pupils need to learn in order to be able to readily identify unknown words. One very common prefix is "un" which means "not." A common suffix in reading is "ful." When reading, a pupil may then immediately remove the "un" from a word and recognize the unknown. The same may be true of a word ending in "ful." The learner while reading may realize that the word "unimportant' is not new since "important " was already a sight word in the pupil's repertoire. Or, "cupful" is not a new word since the suffix "ful" was already known by the reader.

4. pupils developing a basic sight word vocabulary. Sight words are those which a pupil recognizes immediately without use of phonics or syllabication skills. These sight words have become a major part of each pupil's repertoire resulting from having read Big Books, from browsing in library books, from individualized reading programs, from the basal reader, from experience chart use, from systematic phonics methods of

reading instruction, from word wall charts, from flash card drills, from parents reading to children in the home setting, and/or among other procedures.

5. meaningful reading whereby word recognition techniques are directly related to comprehension in reading. Teaching word recognition skills inductively/deductively need not be boring to pupils. In fact, there are interesting ways to teach word recognition skills. For example, pupils like to experience rhyme in words. Brainstorming rhyming words such as the "can" family might well be spring boards for writing couplets, triplets, quatrains, and limericks. Or syllabication skills may well be stressed in writing haiku or tankas. One major factor for student teachers to consider deals with readiness of the pupil to engage in hearing and using rhyme/syllabication in words. If a pupil cannot hear rhyme, he/she may become actively involved in other means of learning to recognize words.

Principles of Learning in Teaching Reading

Principles of learning from educational psychology might well provide student teachers excellent guidelines in reading instruction. These guidelines must still be implemented in ways which benefit the pupil in becoming a better reader. Cooperating teachers need to model the use of these principles of learning so that student teachers may emulate these guidelines for effective teaching. The use of the principles of learning in teaching and learning situations should increase pupil effectiveness in reading for a variety of purposes. Which principles of learning are then important to emphasize in the instructional arena? Pupils need to have adequate previously acquired information and skills to benefit from new objectives to be achieved. For example, if a pupil is to read a new selection from the basal reader, he/she must have enough attained knowledge to relate to the new ideas to be encountered in reading. Otherwise the new selection/story may make no sense to the reader. The pupil also needs to see the new words in print on the chalkboard prior to the actual act of reading the story. These words need to be clarified in meaning and pupils need to develop them as a part of a basic sight vocabulary. Immediate recognition of each word is necessary in order to comprehend the ensuing contents thoroughly. Then too, pupils need to read for a purpose in mind such as answering one or more questions covering the content read. These questions may be printed on the chalkboard. Followup activities, after the pupil has read the selection, might well include critical and creative thinking

experiences as well as problem solving. Probing pupils can be a good way to assist in achieving these higher order cognitive skills indepth (Ediger, 1999, 28-35).

A second principle of leaning for the student teacher to emphasize pertains to pupils being engaged in learning to read. Passive learners will not learn as much as active participation in teaching and learning situations. Each pupil needs to stay on task in order to complete sequential learning opportunities to meet objectives in reading instruction. Optimal learner achievement should be an end result (See Wallace, 1995, 102-104).

Third, in addition to helping pupils secure background information before reading specific content as well as be actively involved in learning, the student teacher needs to have pupils develop feelings of curiosity and analyze content being discussed.

Fourth, the student teacher needs to provide for the interests and needs of individual learners. This may take place with assisting a pupil to choose a library book for home reading, guiding learners individually in a class project dealing with a topic covered in reading, helping a pupil identify a problem directly related to an ongoing lesson, among others. The problem area to be solved may require assistance in choosing relevant reference orientated multi-media sources.

Fifth, the student teacher should encourage pupils to see reasons for reading selected content. The reasons may be deductively provided by the teacher or an inductive procedure my be used, such as asking pupils why reading about/on a certain topic is salient.

Sixth, pupils periodically need to sequence their very own learnings. Appropriate pupil sequence may involve queries in an ongoing unit of study. When queries are raised, pupils individually attempt to take care of gaps in knowledge and skills possessed. Also, In classroom projects to reveal what has been learned, pupils may be able to go ahead on their very own to choose materials/plans, meaning that they do sequence individual experiences. A psychological sequence is then in evidence as compared to a logical, teacher determined order of experiences for pupils.

Seventh, student teachers need to encourage and challenge pupils to achieve as much as possible. Reasonable, high standards need to be set for pupil attainment. These need to be set at a level in which pupils can be successful learners. Failing situations need to be avoided; no one benefits from failure. There will be enough situations in which individuals fail

without planning for these to occur.

Eighth, pupils need to be evaluated in diverse ways. Testing alone is not adequate. Rather, multiple procedures need to be used. Portfolios, art products, dramatizations, teacher/pupil evaluations, and discussions among others, may be used to reveal what has been achieved (See Vermette, et. al., 2001).

When school days become tediously repetitious, students drift into a world of daydreams. These momentary lapses of "drift time" give students an opportunity to explore their feelings, their personal thoughts, and the everyday experiences that make up their lives. Unfortunately, these periods of drift time result in lost or much needed teaching time. Good educators know that continuing a lesson when students are neither attentive nor responsive is a sure fire formula for failure, however most teachers are under constant pressure to complete curriculum requirements. This means they face major time constraints. It is therefore imperative that teachers formulate a plan to effectively deal with the lost time. They must do more than than simply provide a temporary fix to the problem ... (Simplicio. 2001).

Each pupil needs to be guided to learn as much as possible in reading as well as in all curriculum areas.

References

Ediger, Marlow (1988), ""Philosophy in Teacher Education Programs," Pedagogiek Joernaal, 9 (2), 21-32.

Ediger, Marlow (2000), Teaching Reading Successfully. New Delhi, India: Discovery Publishing House, Chapter Seven.

Ediger, Marlow (1999), "Reading in Technical Education," Technical and Vocational Education. Kirksville, Missouri: Simpson Publishing Company, 28-35.

Peske, et. al., (2001). "The Next Generation of Teachers: Changing Concepts of a Career in Teaching," Phi Delta Kappan, 83 (4), 304.

Simplicio, Joseph S. C. (2001), "How to Recognize and Counteract Student Inattentiveness in the Classroom," Journal of Instructional Psychology, 28 (3), 199201.

Vermette, et. al., (2001), "Understanding Constructivism: A Primer for Parents and School Board Members," Education, 122 (1), 87- 93.

Wallace, James (1995), "Improving the Reading Skills of Poor Achieving Students," Reading Improvement, 32 (2), 102-104.